SOCIAL NETWORKING AND ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS IN KENYA: A CASE STUDY OF KENYATTA UNIVERSITY, KERICHO CAMPUS

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MARCH, 2017
DECLARATION

This research Project is my original work and has not been presented for a degree in any other University

Sign: ____________________________    Date: ______________________________

JEDIDAH CHEBET LANGAT

This research project is submitted for oral defence with my approval from the university supervisor

Sign: ____________________________    Date: ______________________________

ALFRED BETT

School of Business

Kenyatta University
DEDICATION

This research project report is dedicated to my family members, for believing in me and inspiring me, your love, friendship, has made a difference in my life. I would not be who I am without the seeds you have sown in my life.
ACKNOWLEDGEMENTS
I would like to acknowledge and appreciate the following for their active participation in ensuring I successfully pursue this course and do this project. First and foremost, I would like to register my sincere gratitude to the almighty God for the strength, comfort, grace, knowledge and all the achievements.

Secondly, I wish to express my gratitude to my supervisors and lecturers who have been helpful and reliable in offering invaluable assistance and guidance.

Finally, I wish to acknowledge my colleagues especially the management information system class for their moral support during the entire period we have been together.
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<tr>
<td>Academic</td>
<td>It is concerned with Studying from books as opposed by a practical work.</td>
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<tr>
<td>Academic Performance</td>
<td>Refers to a student's success in meeting short- or long-term goals in education.</td>
</tr>
<tr>
<td>Computer</td>
<td>A computer is a machine that receives or stores or process data quickly according to a stored program.</td>
</tr>
<tr>
<td>Media</td>
<td>Are all those media technologies that are intended to reach a large audience by mass communication. “They are messages communicated through a mass medium to a number of people.” (Bittner, 1989, p.10)</td>
</tr>
<tr>
<td>Social Media</td>
<td>They are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile technology. Kaplan and Helen (2010) defined Social Media as a group of internet based application that allows the creation and exchange of user generated content.</td>
</tr>
<tr>
<td>Social Networking Sites</td>
<td>A website where people put information about them and can send to others.</td>
</tr>
<tr>
<td>Social Networking</td>
<td>The use of internet to make information about yourself available to other people especially people you share an interest with to send messages to them.</td>
</tr>
<tr>
<td>Students</td>
<td>Someone who is Studying at a University or School. Someone very interested in a particular subject.</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<td>--------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
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<tr>
<td>ISP</td>
<td>Internet Service Provider</td>
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<td>SNS</td>
<td>Social Network Site</td>
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<td>TCP/IP</td>
<td>Transmission Control Protocol/Internet Protocol</td>
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ABSTRACT

Academic performance is an important element to the lives of students in schools and their progression to the career world. Several factors indicate a student’s academic success. While some may not graduate top of their class, they may hold leadership positions in several student groups or score high on extracurricular activities. The title of this paper is “Social Networking and Academic Performance of University Students in Kenya: A Case Study of Kenyatta University, Kericho Campus.” General objective of the study was to assess the impact of social network on academic performance of University students in Kenya: A case study of Kenyatta University, Kericho Campus. The specific objectives of the study were as follows: to determine the effect of peer interaction on academic performance; to investigate the effect of student-lecturer interaction on academic performance; and to analyse the effect of engaging in social network on academic performance. The total population was 582; while after computing using Taro Yamen’s formula, the sample size was 250. Cross-sectional survey research design employed the use of the closed survey questionnaire. The survey questionnaire was administered to students in Kenyatta University, Kericho Campus, Kenya. Data was analyzed using descriptive statistics with the aid of the Statistical Package for Social Sciences (SPSS). The piloted data was analysed to calculate its reliability, and special attention was given to relevance of survey questionnaire and clarity of instructions for this research. Results of the study showed that students of Kenyatta University, Kericho Campus, have access to social media and that their exposure to social media is to a very great extent. Findings also show that exposure to social media has effect on the students and that the effect is positive. Based on the findings, the paper concludes that exposure to social media by the undergraduate students of Kenyatta University has Positive effect on their academic performance. To this end, the paper recommends that the students should pay critical attention to social networking usage, focusing more on using social networking in their academic-related activities. The significance of this study was to the university students to know how best to use social media networks as tool for improving their academic performance, to scholars in furthering the relationship between social networking and academic performance, to the government and other stakeholders in improving the implementation of IT in universities.

Keywords: Social Networks, Students, Academic Performance
CHAPTER ONE:  
INTRODUCTION  

1.1 Background to the Problem  
Social network has grown to become one of the largest and most influential components of the web, but despite how prevalent it is in the Western World (especially among the younger crowd), not everyone uses it or understands it. A social network represents relationships and flows between people, groups, organizations, animals, computers or other information/knowledge processing entities. Social network is based on a certain structure that allows people to both express their individuality and meet people with similar interests. Some of the common components of social network include: comments; blogs; profile; friends and followers; home feeds; likes; groups; and tags.  
Kamaku & Mberia (2014) define Social networking is the activity of creating personal and business relationships with other people especially by sharing information, personal messages, etc., on the Internet. Social networking sites (SNS) such as MySpace, Facebook, Bebo, and Twitter are popular with teens. Using social networks can be a lot of fun and help us feel connected with the people we care most about. Adults also use social networks to share resources and look for jobs, while seniors and shut-ins benefit from being able to stay in touch with relatives and friends.  
The increasing popularity of social sites like Twitter, Facebook and LinkedIn, social networks has gained attention as the most viable communication choice for the bloggers, article writers and content creators (Purvis & Savarimuthu, 2010). Social networks have removed all the communication and interaction barriers, and now one can communicate his/her perception and thoughts over a variety of topics. Students and experts are able to share and communicate with
like-minded people and can ask for the input and opinion on a particular topic. Another positive impact of social networking sites is to unite people on a huge platform for the achievement of some specific objective. This is very important to bring the positive change in society.

However, social network does not go without its flaws. One of the negative effect of social media or network is it leads to addiction. Spending countless hours on the social sites can divert the focus and attention from a particular task. It lowers the motivational level of the people, especially of the teenagers and students. They mainly rely on technology and the internet instead of learning the practical knowledge and expertise of the everyday life. Sometimes people share photos on social media that contains violence and sex, which can damage the behaviour of kids and teenagers. It put the negative impact on overall society as these kids and teenagers involve themselves in crime related activities.

Academic performance (or academic achievement) is the outcome of education; the extent to which a student, teacher or institution has achieved their educational goals (Al-Deen & Hendricks, 2012). Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts.

With today’s youth spending a majority of their afterschool time in organized activities, it is important to understand the influence that these activities can have on academic performance. Schools or Universities often offer a variety of extracurricular activities for today’s students. In order to encompass all students, these activities can often range from Internet access, theatre rehearsal to soccer practice (Purvis & Savarimuthu, 2010). These extracurricular activities have a positive relationship with academic performance.
While research suggests that there is a positive link between academic performance and participation in out-of-class activities, such as engaging in group discussions, information sharing through social platforms, etc., but the practice behind this relationship is not always clear. Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in these activities. These variables include: civic engagement, identity development, positive social relationships and behaviours, and mental health. In other research on students, it was reported that positive social support and development, which can be acquired through organized after school activities is beneficial for achieving academic success.

Social networks have been found to influence academic performance: students tend to perform better with high-performers among their friends, as some people are capable of inspiring others to try harder, according to Kamaku & Mberia (2014). However, recent empirical studies indicate that the role of the social environment may be underestimated, as classmates can greatly influence one another's behaviour and academic success (Dimofte, et al., 2015; Mark, 2016).

1.2 Statement of the Problem

Most people relate “academic performance” with the student’s GPA. However, several factors indicate a student’s academic success. While some may not graduate top of their class, they may hold leadership positions in several student groups or score high on standardized tests such as the SAT or ACT. People often consider grades first when evaluating academic achievement. This includes schools, which rank students by their GPA, awarding special designations such as valedictorian and salutatorian for those who graduate first and second in their class. Some of the brightest students don’t earn straight As but are extremely well-rounded, succeeding at everything from music to athletics. The ability to master a diverse set of skills illustrates
intelligence, curiosity and persistence, qualities attractive to universities and employers. Some colleges will admit and even award scholarships to students who earned average grades but display a pattern of achievement by consistently learning new skills.

Leadership initiative can also indicate academic performance. Some students demonstrate their competence by serving as student body president or holding officer positions in student groups such as the honour society or the science club. Or, they might regularly organize student events such as fundraisers, pep rallies or dances (Al-Deen & Hendricks, 2012). Others participate in volunteer organizations and coordinate food drives or other community outreach efforts. Universities and employers look favourably on consistent leadership activities, feeling these students will bring that same drive to their classrooms or board rooms.

The study on factors contributing to the students’ academic performance at Islamia University was designed to improve the academic performance of graduate students. It made use of the academic performance (student’s grades or marks) as dependent variable while gender, age, faculty of study, schooling, parents or guardian, social economic status, residential area, medium of schooling, tuition trend, daily study hours and accommodation trend as independent variables.

Findings revealed that age, parents/guardians, social economic status and daily study hours significantly contributed to the academic performance of graduate students. On the other hand, a disparity on the academic performance of the students was discerned when grouped according to the medium of schooling, tuition trend, and daily study hours (Shoukat, et al., 2013).

Academic performance, which is stemmed from Student learning, is best explained in Bandura’s Social Learning Theory. It presents the interrelationship of observation and modeling of behaviors, attitudes, and emotional reactions of others in the learning process of an individual learner. The theory posited that human behavior is learned observationally through modeling:
from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action (Bandura, 1986).

Social Development Theory posited that the social interactions made by a student-learner precede development, consciousness and cognition. Hypothesizing that cognition and development is the end product of socialization and social behaviours, the theory posits the following tenets: (1) Social interaction plays a fundamental role in the process of cognitive development. Vygotsky felt social learning precedes development (Vygotsky, 1978).

Situated Learning Theory argued that learning is a function of various activities, contexts and culture of inquiry under social interactions in a process of “legitimate peripheral participation.” Social interaction is a critical component of situated learning. Student-learners are invited to come across learning in a “community of practice” which embodies certain beliefs and behaviors to be observed and practiced. As student-learners involve themselves in the process of cognitive inquiry, they become more active and engaged within each interaction. Hence, the student-learners assume roles in the learning environment which is usually unintentional rather than deliberate (Lave, 2008).

A number of studies in relation to academic performance have been conducted. These, however have centred on various variables, such as grades and social network use in other sectors, mainly in corporate sector (Baruah, 2012). For example, a study by Abu-Shanab and Al-Tarawneh (2013) explored the advantages and disadvantages of Facebook utilizing university students. A sample of 206 students responded to a survey containing 10 advantages and 10 disadvantages of Facebook, and yielded interesting results. The study did not focus on students’ academic performance, but took the issue as a general view of social media influence.
Since these studies have been conducted in other such as corporate sectors, this present study finds it necessary to conduct this study on the role social network participation plays in the performance of students in Universities in Kenya. This study believes this will add a new dimension and also fill the research gap in terms of the effect of social media on students’ academic performance in Kenya; a case study of Kericho County.

1.3 Research Objectives

The general objective of the study was to assess the impact of social network on academic performance of University students in Kenya: A case study of Kenyatta University, Kericho Campus.

The specific objectives of the study were as follows:

I. To determine the effect of peer interaction on academic performance;
II. To investigate the effect of student-lecturer interaction on academic performance; and
III. To analyse the effect of engaging in social network on academic performance.

1.4 Research Questions

Therefore, research questions for study were:

I. What is the effect of peer interaction on academic performance?
II. What is the the effect of student-lecturer interaction on academic performance? and
III. What is the effect of engaging in social network on academic performance?

1.5 Purpose of the Study

The purpose of this study was to investigate the alleged effects of social media and social network sites on academic performance of University students in Kenya, with the case study of Kenyatta University, Kericho Campus. This study took learning behaviour of students to denote the strategies that these students adopt to optimize learning while engaging in social media sites,
such as Facebook, Twitter, LinkedIn, among others. These strategies were observed by information/material sharing, collaboration, and communication.

1.6 Significance of the Study

The findings of this study will enable university students to know how best to use social media networks as tool for integrating themselves in the globalized world without affecting their academic performance. Also the findings will be useful for lecturers and other educational stakeholders on knowing their students on using extra-curricular issues on social media networks and taking appropriate actions toward facilitating the establishment of comprehensive and sustainable system of educating youth on how to use social media networks.

This study will help scholars and researchers with more information on the impact of social media on the student’s academic performance. It will also provide relevance material for students and other researchers undertaking similar research.

This study will help also in providing insight of the impact of social media and its intervention or improvement during government or Ministry of Education’s policy plans towards enhancing education systems and formulating new and modernized curriculum for university students. This will also help university administration when determining whether to integrate ICT courses into students’ university programs (Baule & Lewis, 2012).

The study provided information to ICT managers that will help identify social network’s contribution to the University mandate of teaching, learning and research. This information will also be vital to universities’ dean of students especially the guidance and counselling department in helping to identify measures of stopping misuse of this software and promote learning.
1.7 Scope of the Study

The essence of this research work was to primarily study the impact of social media on the academic performance of students in Kenyatta University, Kericho Campus, Kenya. The study was conducted in 2016 by distributing questionnaires among the sampled students. The research intended to focus on students of Universities in Kenya, with a case study of Kenyatta University, Kericho Campus, for easy analysis of data. This reduced cost and avoided complexity that may have arisen as a result of having a very large population. But since in most cases the characteristics of students are generally similar, the research findings were generalized to include all students of Kenya.

1.8 Limitations of the Study

Some limitations were expected during this study. This included the fact that there were limited availability of computer databases that can be employed to assess targeted students while engaging in social media. This may also be attributable to the breach of students’ rights. Finding students who have used social media for academic purposes for a prolonged duration was also a key challenge to this study.

The study confined itself to students in Kenyatta University, Kericho Campus. Secondly, there are other factors that bring about or affect learning behaviour in learning institutions or academic performance, but this study focused solely on behaviour during social media usage.
CHAPTER TWO
LITERATURE REVIEW

2.1 Theoretical Review

The theories considered most appropriate for this study were: social information processing theory and media equation theory.

2.1.1 Social information processing theory

Social information processing theory explains online information. The theory was developed in 1992 by Joseph Waither (Asemah 2011:219). Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other.

2.1.2 Media equation theory

Media equation theory, as noted by Griffin (2000), cited in Asemah and Edegoh (2012) was propounded by Byron Reeves and Clifford Nass. The theory proposes that media are equal to real life and that electronic media in particular are being given human attributes. In most cases, people talk to computer as if they were talking to human beings. More so, in most cases, you talk to your television as if you are discussing with human beings, hence you talk to television sets as if you are discussing with people. That is, people have personalised the media of mass communication to the extent that they now see them, just the way they see human beings. Thus, Griffin (2000, p. 273), cited in Asemah and Edegoh (2012), notes that media are equal to real
life. He further noted that what Reeves and Nass’s equation suggests is that we respond to communication media as if they were alive. This theory says that people now treat computers, television and the new media like real people and places. Going by the media equation theory, we tend to give human attributes to inanimate objects in our homes. According to Griffin (2000, p. 373): “The practical implication of the media equation is that once we turn on a television or boot up on computer, we follow all the rules of interpersonal interaction that we have précised throughout life. Thus, the word interface is particularly apt when describing human media relations. This natural social response goes way beyond occasional words yelled at the television set or our frantic play for the computer to retrieve lost data. Reeves and Nass maintain that the media equation is so basic that it applies to everyone; it applies often and it is highly consequential.”

The above assertion aptly captures how the audience members now tend to engage the media in a discussion as they do to human beings. The relevance of the theory to the paper cannot be overemphasised. People treat the media like human beings, so whatever people see in the media, they tend to believe because they respond to the new media, the way they will respond to human beings.

2.1.3 The System’s Theory (Input – Output Model)

The theory adapted for this study is derived from the System’s Theory Input – Output model developed by Ludwig Van Bertalanffy and Weihrich, (1988) which postulates that an organized enterprise does not exist in isolation; it’s dependent on its environment in which it’s established. They add that the inputs from the environment are received by the organization which then transforms them into output after processing such inputs.
As adapted by this study, the student (input) are admitted into the school with different intelligent quotient, family and educational background; when they get into the school system, the school through its resources (both human and capital) process such students through the learning process which is aided or made easier through the resources/variables attributed to such school. The effectiveness of such variables is measured through the output of the student which is measured in term of their academic performance.

Saleem (1997) states that all systems must work in harmony in order to achieve the overall goal of such system. According to the input – output model, its assumed that the school with high level of variables will enable the students produce a high level of output which can be measured in term of their academic performance. Therefore, student will perform well in an academic environment with the best facilities/variables in term of school size, ownership, type, structure and location.

2.2 Peer Effect on Academic Performance

The oxford advanced learners dictionary (2001) defined peer group as a group of people of same age or social status. The peer group is the first social group outside the home in which the child attempts to gain acceptance and recognition. Peer group is an important influence throughout one’s life but they are more critical during the developmental years of childhood and adolescence (Hughes, et al., 2008). Students always emulate their mates in whatever form of behavior they exhibit, particularly that which interest them thus, since socialization only refer to changes in behavior, attitudes having their origin in interaction with other persons and those which occur through integration, a child learn more through interaction with peers.
Socialization being a life-long process cannot be limited to the family members alone. As a child grows older and more matured, it become more necessary for the external bodies to be involved in his/her life. The family is not expected to provide all the education required by the growing child. The school which is an established academic institution in which the behavior of an individual is sharpened to get him/her equipped for occupational socialization. In the school system, the child gets into the social group of “like minds” and interest. As a result of the various attitudes, skills, knowledge is acquired through role-play. Peer group as an agent of socialization is the most important socializing agent for the developing child. Peer group is the pivot of social change and during interaction peers; the child’s life is transformed from the helpless child into a mature adult.

Each peer group has its code of conduct which does not always conform to adult standards. The important thing is that each student takes his/her membership of the peer very serious and attempts to do anything to ensure he/she is accepted and recognized. Lack of acceptance by the peer disturbs the child especially at adolescent age. Some students have been known to do badly in school not because they lack the academic ability to do well but because they are disturbed by the fact they are not accepted by their peer group. What makes learning comparative is the fact that the child has equal status with the other children. There is an atmosphere of freedom in which each child learns the way of the world from others (Hughes, et al., 2008). The peer group thus becomes more and more important to the students as he advances in age. Other ways in which the peer group can help the students include, teaching the culture of the society at large, making possible social mobility, providing opportunity for the child to play many social roles such as that of a leader, a follower, teacher or student. The peer group also helps the student to win his/her independence easily from domination and set before him a goal which is more easily
attainable than the expectation of adults. This in itself provides motivation for learning and is mainly responsible for the fact that all students at one stage or the other regard their membership of peer group as very important.

When the family is not supportive for instance, if the parents work extra jobs and are largely unavailable, their students may turn to their peer for emotional support. This also occur when the conflict between parents and children during adolescence or at any stage during a child’s development becomes so great that the child feels pushed away and seeks company elsewhere. Most students in this position do not discriminate about the kind of group they join. They will often turn to a group simply because the group accepts them even if the group is involved in negative tendency (Hughes, Luo, Kwok, Loyd, 2008). The need for affection or closeness is often greater than the need to do the right thing. For some students who feel isolated and abandoned by members of their family being part of a peer group provides such individual with acceptance and security not available at home. In the Nigerian society today, the influence of peer group cannot be over emphasized in a child’s life most especially child education. Peer group has in one way or the other influenced the life of children both academically, socially, morally, psychologically and otherwise.

In conclusion, therefore the influence of peer group on the academic performance of secondary school students cannot be over emphasized. The peer group forms the main basis through which the child learns lot of empirical facts about his physical and social environment, acquisition of skills and value as well as attitude for a better future.
2.3 Student-Lecturer Effect on Academic Performance

One of the most pure and deeply inspirational relationships is that of a devoted teacher and willing students. Almost everyone has a favorite and those we liked less, it totally depends on how the student teacher relationship were developed, nurtured and given space to evolve (Golafshani, 2003).

Aligned with the attachment theory positive STR enables the students to feel secure and safe in their learning environment and provide scaffolding for social and academic skills. Teachers who support students in learning environment can positively impact their academic outcomes which are important for long term trajectory of academic achievement and eventually employment.

Researcher who have investigated STR for older students have found that positive STR are associated with positive academic and social outcomes for high school students (Golafshani, 2003).

Teacher knowledge and efficacy of student motivation and achievement are crucial components to creating relationships that motivate. Both teachers and students have to value their contribution. A student has to feel worthwhile and appreciated. A teacher needs to recognize that he or she can have a positive effect on their students. Hallinan (2008) refers to this as “teacher efficacy” and note that the more the teacher believes in this; the more they will cause it to happen.

Students are influenced by perceptions of their teacher’s even handedness, competence, caring and support as well as the nature of the teacher-student relationship that results. A student wants to feel connected to people and to feel as though he or she deserves to be loved and respected.
(Diedrich, 2010). According to Stipek many of the students who are not doing well academically, are the same ones who have a poor relationship with their teachers. Typically, the more they fall behind academically, often, the more this relationship is weakened. If they are constantly remains back in class, the environment and the teacher-student relationship (STR) begin to hold negative associations. Students who perceived a more nurturing relationship with their teachers tended to have better attitudes towards academics and often did better than their peers who lacked the same support system.

Some other researches supported the idea that a good teacher-student relationship positively influenced learning. The more connected a child feels, the more they are willing to attempt tasks and to seek help when necessary. The student who feels this sense of connectedness may want to maintain it or please the teacher by doing well in class.

Reinforcement theorists argue that motivation is in the environment, not in the person such as the teacher. However, it is the teacher who plays the greatest role in setting the atmosphere. Creswell (2009) argues that it is better to create the relationship that will motivate the student to behave well. School climate and culture will enable or restrict classroom instruction and student learning, since students adapt to their environment. If educators create a culture where students are expected to succeed, many often conform. Researchers Graziano, Reavis, Keane, and Calkins (2007) suggest that an effective organizational culture can enhance academic achievement and lead to reduced student drop out and failure rates, effective discipline, and regular attendance.

Motivational theorist suggests that student’s perception of their relationship with their teacher is essential in motivating students to perform well. Students with high self-esteem are more likely to be self-efficacious and set higher goals. Self-esteem also effects student socially. Students
with the high self-esteem are more likely to have positive relationship with peers as well as adults (Christiansen, 2002).

Academic success depends on a variety of factors and these factors can have both positive and/or negative influence on a child’s ability to stay motivated and succeed in school. For children living in high-poverty, urban environments, there are increased challenges when it comes to succeeding in school (Christiansen, 2002).

2.4 Empirical Review

Information and communication technologies (ICTs) are becoming important tools for educational support. Using computers and the Internet is becoming more and more important in the learning and teaching processes. Also, with the advent of mobile phones, especially smart phones, it is becoming easier to reach students and even utilize the capabilities of technology. As an example a study utilized three groups of students, where the assignments and interactions where conducted with three levels: 1) traditional methods, 2) fair use of phones, and 3) extensive use of smart phones in working on mathematical assignments for school students (Nasser, 2014). The sample included 58 secondary students in Qatar. Results indicated a higher performance of the smart phone group compared to the other two groups. Many studies also focused on using SN applications, where they categorized them as productivity tools. Alonso et al (2013) listed many in their literature, where they focused on mobile applications and how they can accommodate the functionalities of learning management systems.

Facebook resulted in a significant improvement in students’ performance in universities. A study in a Vietnamese university concluded that students using Facebook as a social media has improved substantially with respect to their grades (Tuan & Tu, 2013). The same study also concluded that the improvements and value of social network sites was not related to the
academic performance but also to the adaptation to the social environment of school. The same argument relating to social absorption by students is reached by Gafni and Deri (2012), where they emphasized the role of social networks in socializing students and opening channels for finding more academic resources, thus improving their academic achievement. Such result was not supported for senior students, where social absorption is less relevant at later years and student experience might benefit more in academic area.

Social network is a strong tool for social interaction and connection, where it can improve family ties and friends in a rich social context. A study on 161 Tunisian students concluded that performance was improved because of students’ satisfaction with their family and friends relations (Rouis, 2012). The author emphasized the role of multitasking as a moderator of such relationships, where multitasking and students interest in university will help enhance performance based on Facebook use.

In a Nigerian research study, Seyi (2012) focused on the negative impact of engaging excessively and undue attention to online socialization to the harm of academics. This study posits that the 21st century brought with it the advent of the new media with its fast tracking means of sending and receiving information via internet in our contemporary society, the new media has gained popularity as its been used for entertainment, networking and academics. It also pointed out that social networking was provided a boost due to ideas from young generation. The use of Facebook was associated with co-curricular activities, which might be considered a positive influence by social media (Junco, 2012a).

Research indicated negative influence of Facebook on students, where a study by Haq and Chand (2012) utilized a sample of 384 students and concluded that Facebook use has an adverse influence on student academic performance. The study noticed that males and females spent
equal time on the Internet where females used Facebook more, but males had more friends than females. The important difference was that Facebook use had an adverse influence on males’ performance than females. The authors accounted such adverse performance because males spend more time on sports and games activities than females, which caused a loss of time and a bad influence on performance.

Some universities embedded the use of computers, tablets and other technology channels in their educational setup. A study that focused on the issue of multitasking in classrooms concluded to the fact that students who use ICT and involve in multitasking (examples like: text messaging, Facebook, internet searching, emailing, and instant messaging) would have lower GPA, which means lower academic performance based on their behaviour (Burak, 2012). The study also related risk taking behaviour to such use of ICT, and concluded that multitasking would result in a higher risk taking behaviour.

It is imperative to realize that time spent on social activities (using Facebook or other social media) will be on the account of academic performance. This logic is important regardless of the positive side we see in SNs. A study that utilized students in a US university concluded to a negative relationship between time spent by students on online social networks and their academic performance (Paul et al., 2012). The authors pointed to the importance of attention span devoted to multiple sources of attractions. Such result indicates the importance of using Facebook and other social media tools wisely and towards a productive time in class rooms and back home.

The same study motioned in the previous section, regarding the improvement of social absorption and academic achievement (Gafni & Deri, 2012), concluded that using Facebook by students consumes times and thus negatively influencing academic performance. Using mobile
phones for texting and social network access was also explored to see if it is related to the engagement level in classrooms, where research indicated that engagement is closely related to teacher’s style and control. Also, the use of social networks and mobile texting was not related to lower performance results (Paul et al., 2012). Such issue emphasizes the distraction that social media cause, but not to the extent of risking academic performance.

Social network use is related to personality of students, where some students are influenced more than others depending on their personality. A study of Swedish university students utilized 239 undergraduate students filling a survey related to their Facebook use (Rouis et al., 2011). Results indicated that the extensive use of Facebook by students with extraverted personalities will lead to poor academic performance. The authors concluded also that self-regulation and goal orientation (related to performance) characterized the students who are more in control of this social activity, and this better academic performance.

The time spent on using Facebook was significantly associated with negative performance of students in a study that involved 3866 US students. The other indicator that showed significant association with performance is time spent preparing material for classes, where students devoted some time for sharing resources and material using Facebook or other social media website (Junco, 2012b).

In an analysis of the students’ academic performance, Muilingi, et al. (2015) showed that 56% of them performed below average (grade C-D) while 16% of them scored poorly (D-E). Overall, 72% of the students fell below average in their performances (grade D-E). Only 28% of the students got above average (A-C) scores (Chart 4), confirming that most students spent more of their time on recreational social networking at the expense of pursuance for academic excellence, thereby lowering academic standards in secondary schools in Kenya. A key finding in other
studies was the strong relationship between recreational Internet and impaired academic performance among secondary school students. The studies showed that students who performed poorly at school had spent five times (x5) more hours online than those who performed well (Muhiungi, et al., 2015).

In their study on impact of social media on student’s performance in Kenya, Kamuku and Mberia (2014) found that students reported being sleepy during day (school) time. Other studies (such as Kubey, et al., 2001) also produced strong evidence that low academic performance scores were also found out to be directly related to long hours on Facebook, whose findings again concur with the findings in this study (Dawson, 2008). The findings in this study and those found elsewhere conclude that there is therefore, need for monitoring and control of access to SNS by secondary school students to enhance their academic performances, though this was found to be unpopular with students (Espinosa et al, 2005).

2.4.1 Research Gaps

Various studies have not come up with a concrete consensus on the impact of technology usage or social media on academic outcomes to date. This is partially due to the number of limited studies examining the educational impacts of technology usage. In addition, very few studies have examined the impacts of technology on education in Africa and specifically Kericho County of Kenya despite the increasing use of these technologies, particularly after implementation of devolution. Available studies outside Kenya have also focused on internet access via computers only despite the tremendous growth in mobile phone technology that provides cheap and easily accessible internet services. For example, a study by Abu-Shanab and Al-Tarawneh (2013) explored the advantages and disadvantages of Facebook utilizing university students. A sample of 206 students responded to a survey containing 10 advantages and 10
disadvantages of Facebook, and yielded interesting results. The study did not focus on students’ academic performance, but took the issue as a general view of social media influence. This study will explore the relationship between performance and SN use. Mostly these studies have relied on online data collection which disadvantages a particular group of respondents. These studies have also not focused on the role of self-efficacy for self-regulated learning during access to social media or even compare social media users and non-users due to very few or non-users of social media in educational institutions. This study therefore sought to fill this research gap.

<table>
<thead>
<tr>
<th>Researcher</th>
<th>Topic of the research</th>
<th>Findings of the research</th>
<th>Research gap</th>
<th>Focus of the current study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abu-Shanab and Al-Tarawneh (2013)</td>
<td>How Jordanian youth perceive social networks influence</td>
<td>There is an impact of social network sites on the determination of students’ orientations at the universities</td>
<td>General view of the impact of social media was studied, while the current study will focused on the impact of social networking on academic performance</td>
<td>Social networking and academic performance of University students</td>
</tr>
<tr>
<td>Rouis et al. (2011)</td>
<td>Impact of Facebook Usage on Students'</td>
<td>Extensive use of Facebook by students with Self-Regulation and Trust was the main focus,</td>
<td>Social networking and academic</td>
<td></td>
</tr>
</tbody>
</table>
Academic Achievement: Role of Self-Regulation and Trust

extraverted personalities leading to poor academic performance

while the current study will be address various behaviours that impact academic performance

extracurricular activities

Facebook use has an adverse influence on student academic performance

Gender perspective was analyzed, while the current study will focus on the impact as a whole

Social networking and academic performance of University students

Table 1: Summary of the research gaps

Source: Researcher (2018)

2.5 Conceptual Review

According to Miles & Huberman (1994) and Robson (2011), the conceptual framework of a study (the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research) is a key part of the research design. Miles and Huberman (1994) defined a conceptual framework as a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied— the key factors, concepts, or variables—and the presumed relationships among them” (p. 18).
This research considered that social network integration relates to the students' academic performance, the variables observed to be used of social networking, in this study are: Interaction with peers, Interaction with teacher and Engagement. Influence students' academic performance through collaborative learning “mediator” because the dependent variable, are the students’ perception as the independent variable.

Similarly, a conceptual framework identifies the instruments by which using social networking influences students’ academic performance through collaborative learning is supplied (see Figure 1). The study suggests that student awareness from the interaction with peers, interaction using the teacher, engagement, simplicity of use that derive from using of social networking promote

Source: Researcher (2018)

Figure 1: Conceptual Framework
active collaborative learning and, which ultimately results in enhanced students’ academic performance.

Social network sites (SNSs) increases the quality of perceived interaction within the class both among students interaction with peers and between students and also the teacher interaction. Interaction is created like a critical aspect in the training process. It encourages students to have fun playing the class active collaborative learning, and also to create a sustained behaviour participation in mastering activities the engagement. The existence of these components is instrumental in improving collaborative learning and students’ academic performance.
3.1 Research Design

Adekeye (2016, p.17) stated that “research design means the structuring of investigation aimed at identifying variables and their relationship, it is used for the purpose of obtaining data to enable the investigator test hypothesis or answer research question by providing procedural outline for conducting research.”

This cross-sectional survey research design employed the use of a 25-item closed survey questionnaire developed to assess demographics, social network use, and the impact of social network on academic performance of students in Kenyatta University, Kericho Campus. The defining feature of a cross-sectional study is that it can compare different population groups (university students for this present study) at a single point in time. Also, under cross-sectional analysis, researchers record information about their subjects without manipulating the study environment. A survey design provided a quantitative description of some fraction of the population that is sampled through the data collection process. This research design helped in acquiring the individuals’ views through research questionnaire.

3.2 Target Population

Population is defined as all individuals or cases that fit a certain specification. Moreover, according to Kerlinger (1981) defines population as “all members of any well-defined class of people, events, or subjects which can be living or non-living things.”
Kenyatta University, Kericho Campus, was selected for the study, with a total population of 582 students. The total population for the study is that total number of students in this campus of Kenyatta University.

3.3 Sampling Design

Generally, deciding on a sample is not given to arbitrariness but by strict adherence to laid down principles (Nwankwo, 2006). Therefore, the sample for this study was determined using the Taro Yamen’s formula for drawing sample (Nwankwo, 2006):

\[ n = \frac{N}{1 + Ne^2} \]

Where:

\( n \) = sample size

\( N \) = population size (582)

\( E \) = level of significance usually 0.05

\[ n = \frac{582}{1 + 582(0.05)^2} \]

\[ n = \frac{582}{1 + 582 \times 0.0025} \]

\[ n = \frac{582}{1 + 1.455} \]

\[ n = \frac{582}{2.455} \]

\[ n = 237 \]

However, given the fact that the formula only gives an estimate of sample, Nwankwo (2006) recommends that the sample be higher than the estimates from the formula. Thus, in addition to
the 237 generated by the formula, the sample was 250. So, after acquiring the sampled size, the questionnaires were distributed based on random sampling.

The study considered gender perspective on the study. This was done by distributing an even number of questionnaires among men and women in Kenyatta University, Kericho Campus. These provided a level ground for comparison in terms of how males and females participate on social networks and how it impacts their academic performance.

3.4 Data Collection

The study used questionnaire as a research instrument. A questionnaire is a list of questions to be answered by a respondent to get their views about a subject. It is preceded by a covering letter, introducing the researcher, explaining the purpose of the research and soliciting assistance in providing the required information (Zohrabi, 2013).

Questionnaire was divided into four (4) sections: section A addressed the items on the demography of respondents, while section B to D answered the research questions. The survey questionnaire was administered to students in Kenyatta University, Kericho Campus, Kenya. A contact person was identified at the university and he/she distributed the questionnaire. The main locations for the distribution were at the Students Centre and Canteens/Cafeterias.

Data was collected using the questionnaire which the researcher administered face-to-face to the respondents. Researcher distributed the copies of questionnaire to the respondents, expecting to retrieve more than 200 copies (or more than 80%).

3.4.1 Validity

To improve content validity in the survey, Fowler (2002) has proposed following criteria: 1) relevance of items, 2) clarity of wording, 3) absence of biased words and phrases, 4) use of Standard English, 5) clarity of instructions, and 6) formatting (Fowler, 2002). Based on the
feedback provided by the supervisor and students, the survey was revised prior to administering to the subjects. Special attention was given to relevance of survey questionnaire and clarity of instructions for this research. Before launching the survey questionnaire, it was verified that survey was going to fulfil the research purpose.

The supervisor, experts, peers, and the administrator scrutinized systematically the questionnaire used for this present study to ensure comprehension, precision, and clarity.

3.4.2 Reliability

In this research study, the piloted data was analysed to calculate its reliability. The reliability coefficient of the questionnaire was calculated using Kuder Richardson Formula. A reliability coefficient of 0.7 was obtained. Several items that had ambiguous items were revised to improve the instrument and finally a coefficient of 0.87 was obtained. Further, some scholars, such as Bagozzi & Yi (1988), suggested that the values of all indicators or dimensional scales should be above the recommended value of 0.60. However, the Cronbach’s alpha for the independent variable (i.e. use of social networks websites) was 0.87; while the dependent variable, academic achievements, has a Cronbach’s alpha coefficient of 0.86.

\[
\rho_{KR20} = \frac{k}{k-1} \left(1 - \frac{\sum_{j=1}^{k} p_j q_j}{\sigma^2}\right)
\]

where

\( k \) = number of questions

\( p_j \) = number of people in the sample who answered question \( j \) correctly

\( q_j \) = number of people in the sample who didn’t answer question \( j \) correctly

\( \sigma^2 \) = variance of the total scores of all the people taking the test = VARP(R1) where \( R1 = \) array containing the total scores of all the people taking the test.
Values range from 0 to 1. A high value indicates reliability; while too high a value (in excess of .90) indicates a homogeneous test. A correct question scores 1 and an incorrect question scores 0.

3.5 Data Analysis

Chesnay (2014) defines data analysis as the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Data was analyzed using descriptive statistics with the aid of the Statistical Package for Social Sciences (SPSS). The data was also presented in tables, frequencies, and percentages. Two types of statistical techniques were used to answer the questions. First was a comparison of academic performance between Facebook users and non-Facebook users. Through the comparison among students, we discovered whether social network users are earning better grade or non-users of social network. Second sub-question was to find out the correlation between the variables (Time spent on social network, use of social network, etc.).

Table 2: Operationalization and measurement of variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Operationalization</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive with Peers</td>
<td>Dependent</td>
<td>Level of exchange of materials, ideas, and discussions</td>
<td>Performance in a rating of 1-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nominal</td>
</tr>
<tr>
<td>Interactive with Lecturers</td>
<td>Dependent</td>
<td>Level of exchange of assignments, course materials feedbacks, and comments</td>
<td>Performance in a rating of 1-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nominal</td>
</tr>
<tr>
<td>Engagement</td>
<td>Dependent</td>
<td>Time spent on social media</td>
<td>Performance in a rating of 1-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nominal</td>
</tr>
<tr>
<td>Grades</td>
<td>Independent</td>
<td>Performance in Grades</td>
<td>Performance in a rating of 1-5 Nominal</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
<td>-----------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Leadership</td>
<td>Independent</td>
<td>Engagement in leadership activities</td>
<td>Performance in a rating of 1-5 Nominal</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td>Independent</td>
<td>Engagement in extracurricular activities</td>
<td>Performance in a rating of 1-5 Nominal</td>
</tr>
</tbody>
</table>

Source: Researcher (2018)

### 3.6 Ethical Consideration

According to Shamoo and Rensik (2009), it is very important for the researcher to observe and obey ethical norms in conducting their research due to the following reasons; Norms promote the aims of the research, ethical standards promote the values that are essential to cooperative work, ensure that researchers are held accountable to the public, help to build public support for research, promote a variety of other important moral and social values.

The researcher in this study observed the voluntariness of the respondents and did not force them to obtain information, respect of privacy, respect of anonymity and confidentiality, not deceiving respondents. These details were only collected for statistical purposes. This paper mainly focused on numeric and qualitative data. The data was stored in a password protected environment.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 General Information of the Respondents

4.1.1 Total Number of Respondents

A total of 250 respondents were served with questionnaires out of which 28 (11.2%) had incomplete questionnaires and were thus excluded from analysis leaving 222 respondents for analysis. The 222 respondents left for analysis was 88.8% of the original sample.

4.1.2 Age and Gender of the Respondents

Respondents were asked an open question to state their ages which later was categorized as shown in Table 4.1.2.

Table 4.1.2: Age of the Respondents by Gender

<table>
<thead>
<tr>
<th>Age</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>&lt;20</td>
<td>12</td>
<td>5.4</td>
</tr>
<tr>
<td>20-25</td>
<td>42</td>
<td>18.9</td>
</tr>
<tr>
<td>26-30</td>
<td>19</td>
<td>8.6</td>
</tr>
<tr>
<td>31-35</td>
<td>17</td>
<td>7.7</td>
</tr>
<tr>
<td>36-40</td>
<td>9</td>
<td>4.1</td>
</tr>
<tr>
<td>&gt;40</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>45.5</td>
</tr>
</tbody>
</table>

Source: Researcher (2018)
Majority of the respondents were male in the age bracket of 20-25 years (n=46, 20.7%) followed by female in the same age bracket (n=42, 18.9%). The age bracket with the least number of students was >40 bracket with male 3(1.4%) and female 2(0.9%). The average age for university students in Kenya is 19 – 25 years (Bumgarner, 2007). Of the 222 respondents majority were male (n=121, 54.5%) and female (n=101, 45.5%). This is not unexpected since country wide the ratio of males to females is high in Kenyan universities especially in science oriented programmes that are offered by colleges like Kenyatta University.

4.1.3 Level of classes

The highest number of sampled students were in second year (n=61; 27.5%) compared to only 4.1% (n=9) enrolled in post-graduate programmes. This difference arose because most of the students who were willing and consented to participate in the study were mostly those enrolled in degree programmes (first-fourth-year students) as compared to their counterparts enrolled in post-graduate programmes who were hard to identify and/or were not found mostly within the University campus.

Table 4.13: Level of classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>59</td>
<td>26.6</td>
</tr>
<tr>
<td>Second</td>
<td>61</td>
<td>27.5</td>
</tr>
<tr>
<td>Third</td>
<td>52</td>
<td>23.4</td>
</tr>
<tr>
<td>Fourth</td>
<td>41</td>
<td>18.5</td>
</tr>
<tr>
<td>Post-Graduate</td>
<td>9</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>222</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2018)
Moreover, Most students sampled (n=184, 82.9%) also marked an average B in their last academic years; however, this was challenging to verify since the researcher had no permission to confirm the same from the respective schools.

4.1.4 Hours Engaging in Social Networking

The issue of time on social media networks has been one of the most controversial ones as many researchers have given various views on the subject. One of the main objectives of the study was to find out the amount of time invested by respondents on social network sites as these could influence the amount of time they had for their studies. Rithika and Selvaraj (2013), posit that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation. This will in turn affect their academic performance.

Table 4.1.4: Hours engaging in social networking

<table>
<thead>
<tr>
<th>Hours</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;3</td>
<td>59</td>
<td>26.6</td>
</tr>
<tr>
<td>4-7</td>
<td>61</td>
<td>27.5</td>
</tr>
<tr>
<td>8-11</td>
<td>52</td>
<td>23.4</td>
</tr>
<tr>
<td>&gt;12</td>
<td>41</td>
<td>18.5</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2018)

Figure 4.1.4 indicates that majority of the respondents (n=61, 27.5%) spent an average time of 4-7 hours per week on the internet followed closely by <3 hours (n=59, 26.6%). This was mainly because most students have minimal access to college computers and also since most students do not reside in school compound, hence have limited time for classes and using computers. Moreover, most students sampled had no personal desktop and/or laptop computers.
4.2 To determine the effect of peer interaction on academic performance

4.2.1 Years Spend on Computers

Table 4.2.1: Computer experience in years

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>10</td>
<td>4.5</td>
</tr>
<tr>
<td>1-5</td>
<td>106</td>
<td>47.7</td>
</tr>
<tr>
<td>6-10</td>
<td>81</td>
<td>36.5</td>
</tr>
<tr>
<td>11-15</td>
<td>25</td>
<td>11.3</td>
</tr>
<tr>
<td>I don’t use computers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>222</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2018)

Respondents were asked to state their experience in using computers either before or after joining the college. This item was important because computers are mostly preferred when browsing the internet. Therefore computer familiarity could attract students to its usage and lack of it discourages students to use them.

Table 4.21 shows that many of the most students had only used computers for a period of 1-5 years (n=106, 47.7%) while the most experienced had used computers for 11-15 years (n=25, 11.3%). In the most experienced category shown in Table 4.1.4, majority of students spent only <3 hours on the internet, may be because of their efficiency they were able to do much within this short period of time. There were less number of students in the least experienced category of 0-1 years (n=10, 4.5%), than the most experienced group of 11-15 years. Similarly there was only no student who admitted to have not used computers at all since most students have better
access to computers either within or outside school (such as access cyber cafe, personal computers, from friends).

Moreover, students were asked if their friends are on social network site, where all students (100%) claimed that their friends are on social network sites. This is because of better access technological devices such as mobile phones and computers that increased the changes of engaging in social networking. Students were also asked if their classmates have formed a discussion group on any social network sites and if they use this group(s) for class projects. 85.6% of students (n=190) claimed to be using this group(s) for class projects, while 90.1% (n=200) reported to be using social networking sites to share class notes. 87.4% of the students acknowledged the assistance of social networking sites on academic issues, such as receiving notes and easing their access to their lecturers.

4.3 To investigate the effect of student-lecturer interaction on academic performance

This subsection focused on the student and lecturer relationship mainly in relation to the social networking sites for academic purposes. This was critical question since it determines whether lecturers are also productive in encouraging students to positively and academically use social networking sites.

Therefore, 60.8% (n=135) of the sampled students at Kenyatta University, Kericho Campus, reported that their specific lecturers are on social network group, while of these 60.8% of students, most reported to be using social network sites to get updated on class schedules.

Additionally, significantly below half (45.9%) of the sampled students claimed that either the University or Campus promotes the use of social network sites for academic purposes. However, significantly higher number of students (70.3%) reported that lecturers use network sites weekly to communicate with students, while significantly less number of students (22.5%, n=50)
reported the use of social network group to pose academic questions to the lecturers. This may be because most students (83.3%) posited that lecturers are not responsive to student’s questions on social network group (s).

However, in line with the findings from Al-Rahmi and Othman (2013), 69% of the sampled students in this current study reported a positive correlation between the use of social network sites and academic performance.

4.4 To analyse the effect of engaging in social network on academic performance

A study by Rithika and Selvaraj (2013) in Indonesia came out with a number of findings in relation to social network participation and academic performance. The results of the study indicated that there was a significant impact of social media usage on student’s academic performance. The authors stated that there is a correlation between late submission of assignments and time spent on social networking sites. They concluded that there is a significant negative impact of social network participation on students’ performance through the use of mobile technologies as these increases the frequency and flexibility of visits to these sites. In addition, this current study further revealed that majority of the respondents (97.3%) agreed on sharing class activities on social network sites or to facilitate class discussions.

Majority of respondents (75%) also added that their social network sites may distract students from engaging in academic activities, hence hindering their academic performance. This was supported by Malaney (2005) who found that 8.9% of students in 2000, and 4.4% in 2003, reported that their grades had suffered as a result of too much time spent on the Internet as well as on social media networks. This was supported by the study of Kirschner and Karpinski (2010), who found a “significant negative relationship between Facebook use and academic performance. Further, a high number of respondents (97.7%) also confirmed that social
networking has helped ease access to their lecturers, while 97.4% confirmed the increased interaction among students.

Table 4.4: Exposure to social media has an Influence on the academic performance of the Students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i I use social network to share change of class schedules with my course mates</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>153</td>
<td>63</td>
</tr>
<tr>
<td>ii I use social network site to pass message to my course instructor</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>146</td>
<td>71</td>
</tr>
<tr>
<td>iii I use social networking to facilitate a class discussion</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>151</td>
<td>64</td>
</tr>
<tr>
<td>iv I use social networking to deliver homework or assignment</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>143</td>
<td>74</td>
</tr>
<tr>
<td>v I use social networking to inform colleagues of links and resources related to our course</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>129</td>
<td>92</td>
</tr>
<tr>
<td>vi I use social networking to enrol to academic groups related to my course</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>132</td>
<td>89</td>
</tr>
<tr>
<td>vii I participate in group work activities via social network</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>127</td>
<td>93</td>
</tr>
<tr>
<td>viii I exchange ideas on class projects via social network</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>123</td>
<td>98</td>
</tr>
<tr>
<td>ix I exchange multimedia resources on social network with colleagues</td>
<td>3</td>
<td>2</td>
<td>125</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>x I exchange visual materials related to my course on</td>
<td>77</td>
<td>53</td>
<td>5</td>
<td>84</td>
<td>3</td>
</tr>
</tbody>
</table>
I exchange academic videos on social network

I exchange academic documents on social network

Social networking has enabled me to become a better user of the computer

Source: Researcher (2018)

From Table 4.4, it is apparent that most students sampled in this study showed that they share various materials within themselves and send and receive course related materials or notes from their lecturers. Moreover, most students (69.9%) “Agree” with respect to sharing change of class schedules with my course mates, while 65.8% (Agree) communicates with their lecturers using social networking platforms. However, from the same Table 4.4, it can be seen that most students do not share course-related videos and visual materials with the course mates. Finally, it can be seen that most students (58.6%, Disagree) disagree that social networking has enabled them to become better users of computers.

Table 4.5 shows that age range of the respondent was 18-49 old with mean age was 25.45. The mean time of students spend on Facebook was 4.31(SD=0.43) hours per day. Furthermore, the mean of computer experience in years was 4.7 (SD=0.51).

Table 4.5: Descriptive statistics age, academic performance and Facebook activities (N=222)
Table 3 shows correlation of students’ academic performance (GPA) with time spent on using social networking sites per day and computer experience in years. Based on the result there is no significant relation between of time spent on social network sites (r=0.25, P>0.05) and computer experience in years (r=0.31, p>0.05) with students GPA. The result also indicated that there is no significant relationship between accessing social networking sites at home, school, or work (r=0.52,p>0.050) using any device type (excluding cell phones), but there is a negative, moderate and noteworthy correlation between using cell phones to access social networking sites and students GPA (r= -0.48, p<0.05).

Table 4.6: Correlation of Time spent per day, device used computer experience in years on students GPA (N=222)

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Student’s Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time spend on social networks</td>
<td>0.25</td>
</tr>
<tr>
<td>Computer experience</td>
<td>0.31</td>
</tr>
<tr>
<td>Cell phone</td>
<td>-0.48****</td>
</tr>
<tr>
<td>Any other device type</td>
<td>0.41</td>
</tr>
</tbody>
</table>

**P<0.05

Source: Researcher (2018)

4.5 Discussion of Findings

Findings show that the undergraduate students of Kenyatta University, Kericho Campus, have access to social media and that the extent to which the students have access to social media is high. This is evident in all respondents admitting to taking some hours in the day accessing
social networking sites (see Table 4.1.4). The implication of this is that the students of Kenyatta University, Kericho Campus, have access to social media. This is mainly because they use social media for various purposes as reported by all respondents when they were asked what areas do they share on social network: Educational (38%) and Social (32%) as the leading areas mentioned. This is in line with the uses and gratifications theory which says that audience members use the media to satisfy various purposes.

Result of this study shows that there is statistically significant positive relationship between interactivity with the teachers and interactivity with peers. Research findings demonstrate that relationship between these two construct is moderate and interactivity with the teachers and interactivity with peer’s combination contributing moderately towards students’ academic performance. Engagement in social networking sites has been shown also by this study to have positive and strong positive correlation with academic performance since teachers and students will share and receive constructive comments either from the students or from their teachers. Similarly, construct of collaborative learning correlation results with interactivity with peers, interactivity with the teachers and engaging in social networking demonstrate positive and significant relationship. These results highlight that collaborative learning relationship with interactivity with peers, interactivity with the teachers and the engagement in social networking, is contributing towards students’ academic performance. However, although students showed massive evidence of lecturer-student interactions, this study shows a rather lower lecturer-student interaction than student-student interaction.

In line with the outcome of this study to understand students’ academic performance by using social media in higher education, the following have been discovered: To acquire a general satisfaction of social media since it encourages and facilitates student utilization of social media
for collaborative learning, and boost the education and experience with a students. In terms of interactivity with students on social network sites, such Facebook, email, Whatsapp, and other platforms, and acquired a higher percentage when it comes to students’ academic performance at Kenyatta University since it influences it to be simple for student to go over questions along with other students through social media. It is easy to networking with students and interacting with them because it is the same age, class and education level.

The findings also show that the exposure of the undergraduate students of Kenyatta University have effect on their academic performance. This is also evident in Table 4.4 where majority of the respondents answered in the affirmative. Similarly, items in table 4.4 show that social media have positive influence on the academic performance of the undergraduate students of Kenyatta University students. However, as listed by the respondents, students who spend more time on social media are likely to affect their academic performance. This is because, instead of reading their books, they spend their time charting and making friends via the social media and this will definitely have negative effect on their academic performance, because when you do not read, there is no way you can perform well academically.
CHAPTER FIVE
SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATION

5.1 Summary of Findings

College students in Kenya and other parts of the world have taken up technology and made it as part of their daily activities. Social networking software is a powerful tool used by up to 70% of the youth aged between 18-25 years (Facebook.com) and all most all of the University students in Kenyatta University, Kericho Campus. In Kenya alone unofficial reports put Facebook’s daily hits at two million (Mwaniki, 2010). The purpose of this study is to investigate the alleged effects of social media and social network sites on academic performance of University students in Kenya, with the case study of Kericho County. A review of literature showed that there is no consensus on the effects of technology usage on academic outcomes to date. This is partially due to the number of limited studies examining the educational impacts of technology usage. In addition, very few studies have examined the impacts of technology on education in Africa and specifically, if there is, Kenyatta University, Kericho Campus, despite the tremendous use of these technologies.

The number of male students in Kenyatta University, Kericho Campus, is more than female and belongs in the age bracket of 20-25. The average time spent during any browsing session was 4.7 hours per week and many of the students had used computers for a period of 1-5 years. There was a significant relationship between experience in using computers and average time spent on the internet per week.

The current study had three research questions. The first question aimed to find out the effect of peer interaction on academic performance. The findings show most students had only used
computers for a period of 1-5 years (47.7%), while majority spending less than 3 hours on the Internet. All sampled students also claimed that their friends are on social network sites. Moreover, 85.6% of students reported using this group(s) for class projects, while 90.1% reported to be using social networking sites to share class notes.

The second research question sought to find the effect of student-lecturer interaction on academic performance. The research findings showed that 60.8% of the students reported that their specific lecturers are on social network group, while most reported to be using social network sites to get updated on class schedules. Moreover, only 45.9% of the students stated that the university promotes the use of social network sites for academic purposes. However, 70.3% reported that lecturers use network sites weekly to communicate with students, while only 22.5% reported the use of social network group to pose academic questions to the lecturers. The latter may be because 83.3% asserted that lecturers are not responsive to student’s questions on social network group(s).

The third research question focused on the effect of engaging in social network on academic performance. The findings reported that 97.3% of the students agreed on sharing class activities on social network sites or to facilitate class discussions, while 97.7% also confirmed that social networking has helped ease access to their lecturers. In addition, 97.4% of the sampled students confirmed the increased interaction among students.

5.2 Conclusion

Most, if not all, of university students in Kenyatta University, Kericho Campus, actively engage in social networking sites. This is because it is cheap, accessible and user friendly. Social networking was found to have positive effects on learning outcomes for those students who used it for learning. However use of social networking for entertainment, pass time and socialization
had some negative effects on learning outcomes. Similarly social networking while attending lectures, group work and private reading is counterproductive. From the collected and analysed, it can be concluded that the exposure to social media by students of Kenyatta University is high and this has positive effect on their performance.

The study has revealed that despite the benefits that come with the participation of students on social media networks, it could impact negatively on their academic performance if not used properly. A lot of benefits abound in the use of social media networks such as sharing information and ideas, improving reading skills etc. Despite the benefits that comes with the participation of students on social media networks, its misuse could affect the academic life of the student and thereby their performance. Normally, social networking sites chosen by people would compete with other sources of information. Therefore, social media networks compete with academic work for students’ attention. It is therefore the responsibility of the student to make the right decision in relation to the use of social network sites. Moreover, as the learning outcomes of students are influenced by the students decision on his choice of situation (social media networks and participation) and peers (friendship networks), they could make the right decision in the usage of these media to bring about the positive outcome (academic performance) that is desired.

5.3 Recommendation

Following the above conclusions the following are the recommendations:

Majority of university students have social networking accounts and by extension are computer literate and therefore it will be worthwhile to engage university students in computer related academic assignments, projects and researches.
Use of social network among students and faculty is very limited although more students are ready and willing to engage their lecturers via these social networking sites. Lecturers can use social networking sites to announce change of class schedules, facilitate discussions, and exchange academic videos, documents and assignments.

Social networking is a powerful tool that can support excellent academic performance to university students. Students should, therefore, be allowed to have a free choice of social network site they are willing to use especially if they use it for learning.

Student related information can be delivered to students freely via university Facebook or other social network pages since majority of them have registered on these social networking sites.

University students spend a lot of time socializing on social networking sites. This can be detrimental to academic excellence. There is need to balance time used on social networking sites to avoid addiction and concentrate on social networking use for academic purposes since these sites have a rich source of educational content if well utilized.

Students need to be informed through student counseling units that engaging in social networking while in a lecture or during private study competes with cognitive resources and focus on information which results to poor educational benefit.

Software developers in charge of developing e-learning software need to adopt some of the features that attract students to social network site(s). These features include; easy accessibility both on phone and computer, cheapness, interactivity, learner centeredness, ability to upload and download content.
References


Asad, M. (2014). *Social Media and Organizational Culture: Chances, Consequences, and Opportunities for the Internal Communication in Organizations*. GRIN Verlag.


Delwiche, A., & Henderson, J. (2012). What is Participatory Culture?


SOCIAL NETWORKING AND ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS IN KERICHO, KENYA

Dear Participant,

I invite you to participate in a research study entitled: Social Networking and Academic Performance of University Students in Kenya: A Case Study of Kenyatta University, Kericho Campus. I am currently enrolled in the MBA specialized in MIS at Kenyatta University, and am in the process of writing my Master’s Project.

The enclosed questionnaire has been designed to collect information on: the Impact of Social Network on Academic Performance of University Students in Kenya.

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don’t wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately five to complete. Please return the questionnaire as soon as possible in the enclosed business reply envelope.

If you have any questions about this project, feel free to contact Jedidah Chebet Langat (Research Investigator) at 0722-100 994 or chebetjedidah5@gmail.com.

Thank you for your assistance in this important endeavour.

Sincerely yours,

Research Investigator

Jedidah Chebet Langat
Appendix II: Research Questionnaire

Introduction

The purpose of this study is to find out whether social networking affects the learning behaviour of University students. You have been randomly selected to participate in this study. I am kindly requesting your cooperation in filling this questionnaire. You need not sign the questionnaire and you are assured that your response will remain CONFIDENTIAL. Please answer all questions and remember there is no right or wrong answer. Thank you.

SECTION A

1. What is your age? ______

2. Gender: Female ( ) Male ( )

3. Please indicate the name of your university ______________________________

4. (i) Indicate your faculty or school ______________________________

   (ii) What course of degree program have you enrolled for? ________________

5. What year of your course or program are you in? _________________________

6. What was your average grade in your last academic year?

   A   B   C   D   E   F

   Other (Specify) ______________________________

7. How many hours per week do you engage in social networking?

   (a) Less than 3 hours ( ) (b) 4-7 hours ( )

   (c) 8-11 hours ( ) (d) 12 or more hours ( )

SECTION B

Peer-Peer Interaction
### Student-Lecturer Interaction

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>I receive and send projects to the lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>I obtain feedbacks and comments from the lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>I share academic ideas with the lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>I receive course materials from the lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>We often communicate with the lecturer on the class schedules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I. What is the effect of student-lecturer interaction on academic performance? and

### Engagement

How often do you browse Facebook while *(Tick which best explains your answer)*

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Attending a class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>In group discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>Doing an assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
iv | Private reading in hostel
---|---
v | Internet search online
vi | Studying in the library

I. What is the effect of engaging in social network on academic performance?

SECTION C

Academic Performance

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>My engagement with peers affect academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>My engagement with lecturers affect academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>Group discussion and group work influence academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>Lecturers’ comments and feedbacks are important for my academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>How frequently do you communicate with classmates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi</td>
<td>How frequently do you communicate with lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION D

Social Networking and Academic Performance

1. Please rate the following items based on your learning activities during social networking

SD = strongly disagree  D= Disagree  N=Neutral  A=Agree  SA = strongly agree
<table>
<thead>
<tr>
<th>ITEMS</th>
<th></th>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>I use social network to share change of class schedules with my course mates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>I use social network site to pass message to my course instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>I use social networking to facilitate a class discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>I use social networking to deliver homework or assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>I use social networking to inform colleagues of links and resources related to our course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi</td>
<td>I use social networking to enrol to academic groups related to my course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii</td>
<td>I participate in group work activities via social network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii</td>
<td>I exchange ideas on class projects via social network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix</td>
<td>I exchange multimedia resources on social network with colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>I exchange visual materials related to my course on social network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xi</td>
<td>I exchange academic videos on social network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xii</td>
<td>I exchange academic documents on social network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xiii</td>
<td>Social networking has enabled me to become a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
better user of the computer

I. What is the effect of engaging in social network on academic performance?

Thank You